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MONDAY, OCTOBER 14, 1918

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## DR. FLEXNER'S CRITICS

In November last, at the meeting of The Classical Section of The New York State Teachers' Association (see *THE CLASSICAL WEEKLY* 11.56, 103-104), Mr. J. P. Behm, of the Central High School, Syracuse, then President of the Section, read a very interesting paper entitled "A Modern School": Dr. Abraham Flexner and his Critics.

Since there is not room to print the paper in its entirety in *THE CLASSICAL WEEKLY*, it seems advisable to call attention to it here in these editorial columns. It is hoped that the paper may be published in full in the organ of The New York State Teachers' Association, known as The Journal. Mr. Behm summarized and criticized in his own person the views set forth by Dr. Flexner in his pamphlet, *A Modern School*. In addition, he quoted extensively from reviews by others of Dr. Flexner's paper.

Mr. Behm referred first to a letter contributed by Professor William K. Prentice, of Princeton University, to *The Nation*, May 18, 1916 (102. 541-542). Professor Prentice, accepting "as fundamental" Dr. Flexner's "proposition that in an educational system suited to our time 'the curriculum would contain only what can be shown to serve a purpose'", maintained that we should "be consistent and agree that the burden of proof should rest on any new subject or method proposed, as well as upon those already in use", and he insisted that Dr. Flexner's paper is unable to stand the test of "a careful examination of its premises and its argument".

Mr. Behm next referred at length to the pamphlet by Mr. C. H. Forbes, *The Sham Argument against Latin*, already referred to in *THE CLASSICAL WEEKLY* 11.32. Pertinent parts of this pamphlet were incorporated in the Princeton volume, *The Value of the Classics*, discussed in *THE CLASSICAL WEEKLY* 11. 73-74. One of Mr. Forbes's main points against Dr. Flexner is that he misused statistics. Whether he did so intentionally or not is immaterial; he did misuse them, and so, in either case, he is so far discredited. Again, Mr. Forbes's investigation of the results of the examinations given by The College Entrance Examination Board shows that in those examinations Latin ranks higher than German, chemistry, drawing, music, English, and history, the very subjects Dr. Flexner would have taught in his Modern School. If, then, as Dr. Flexner argues, The College Entrance Examination Board examinations prove that Latin has been badly taught

and is therefore to be banished from our Schools, there is no room for Dr. Flexner's own Modern School! The subjects he champions should themselves be discarded.

Mr. Behm next referred to a letter by Professor H. Rushton Fairclough, in *The Nation*, June 29, 1916 (102. 705). Assuming for the sake of argument that comparatively few students of Latin make a good record on examination, what of it? asks Professor Fairclough. Are we to conclude that

the subject can be of no benefit to the majority and therefore should be eliminated? Is this not strange reasoning? Though few pupils become good musicians or good artists, does it do the rest no good to study music and art?

In the *Nation* for September 6, 1917 (105. 277-278), Dr. John Cotton Dana, librarian of the Newark Public Library, attacked Dr. Flexner vigorously. He maintained that Dr. Flexner asserts in effect that

Schoolmasters, that is, our whole public school force, have developed and are imposing on the young people of this country, without considering what they actually need, "formal work not in harmony with the modern spirit", and that they have done this in abject subjection to tradition.

This statement, says Dr. Dana, is wholly untrue; it ignores completely the efforts made, for many years, to study

the time arrangements for presenting to children these several things <the subjects of the school curriculum>—their sequence, when and how much of each, and the problem of method of presentation.

"The veriest tyro in the educational field knows better" than Dr. Flexner does, says Dr. Dana, that mere tradition does not rule in our Schools.

Dr. Dana's concluding paragraph runs as follows:

The fundamental weakness in all that Dr. Flexner has put forth on education lies in his failure to note the obvious. He assumes that the average child is a *tabula rasa* pure and simple when he comes to school, and that the tablets of his intellect and sensibilities are affected in and by the school and by it only. He wants the school to be "modern". But, Heaven save the mark! the child is already 'modern' when he comes to school; and out of school and every day and year of his school life he gets more 'modern' still. The curse of the 'education' which a child gets in his 80,000 waking hours before he is fifteen is that very 'modernity' with which Mr. Flexner wishes to anoint him, through a curriculum and a method which shall steep him in the life he daily lives.

Mr. Behm refers also to a very instructive paper, by H. G. Good, of Bluffton College, Bluffton, Ohio, in *School and Society* 3.825-827 (June 3, 1916). Two quotations from this article (page 827) follow:

Would it be ungracious to say that our author after more or less brusquely bowing out at the front door our old acquaintance Formal Discipline <so far as current Schools are concerned> has then surreptitiously readmitted him at the back <in connection with the "Modern School"> . . .

Will a child trained in that school "read for sheer fun" at any time "Homer, Chaucer, Shakespeare" and the rest? May not the modernization of the curriculum go too far; and is it safe to assume that the past, even the remote past, has nothing further to teach us? Is there any evidence that pupils get more "orderly training" from realistic subjects than from the study of Latin; and is inability to read a Latin historical document conclusive evidence of the futility of "four years of Latin"?

To Professor Shorey's fine paper, *The Assault on Humanism* (*THE CLASSICAL WEEKLY* 11.48) Mr. Behm of course refers repeatedly.

Here, then, are several papers that deserve careful study by all who are interested in Dr. Flexner's views, and in the 'experiment' based thereon. I have thought all along that it is fortunate that this 'experiment' is being tried outside the Public School systems of the country; it seemed to me far more likely that, under such circumstances, the 'experiment' would be fully and freely criticized. Such has indeed been the case. Teachers within the Public School systems are much more likely to speak freely of Dr. Flexner's Modern School than, let us say, Public School teachers in a city where the Gary System is being tried are to speak, in adverse public discussion, at least, of that system.

C. K.

(*To be continued*)

#### THE REACTION OF SPAIN UPON ROME

(Concluded from page 5)

More important, perhaps, were the changes in the political life of Rome which may be traced to the acquisition of Spain. One of the most striking reversals in the political history of Rome was the substitution of Assembly for Senate control in matters of foreign policy and imperial administration. The underlying reason for this decline of Senatorial authority, namely, the inefficiency of that body and of its deputies in the provinces, has long been attributed to its actions in connection with the war against Jugurtha. In my opinion, the Jugurthan fiasco was the second act of this drama. The first act was staged in Spain during the Celtiberian war, 153-133 B. C.

This opinion was shared by Polybius, who continued his work from 168 B. C. to 146 B. C. in order to describe the evil uses to which Rome had turned her fortune. Calpurnius Piso places the beginnings of the downfall of Rome in the censorship of Marcus Messala and Caius

Cassius, 154 B. C. Florus<sup>6</sup> says, with reference to the fall of Numantia,

Hactenus populus Romanus pulcher, egregius, pius, sanctus atque magnificus; reliqua saeculi ut grandia aequa, ita vel magis turbida et foeda, crescentibus cum ipsa magnitudine imperii vitiis.

It is true that many authors take 146 B. C. and the destruction of Carthage as the year and the event which marked the turning-point of Rome's imperial career. Among them might be mentioned Sallust, Velleius, Valerius Maximus, Orosius, and even Florus<sup>7</sup>, who apparently strove to be impartial by giving every possible date a hearing. The chief reason given for the choice of 146 is that a wholesome restraint upon the Roman people had been removed by the destruction of Carthage. This does not take into account the fact that the Celtiberian war was not ended until thirteen years after that date; nor is there any definite proof that the Romans looked upon Carthage as a possible military rival. The figs which Cato exhibited were not thought of as munitions for Punic catapults. They represented, rather, wealth, and wealth which Rome could not acquire save by annihilating the owners thereof. I am inclined to doubt the moral and wholesome effectiveness of fear, but, if fear were needed to keep the Romans in the straight and narrow path, to the revolting tribes in Spain and not to the Carthaginians must be given the credit for restraining the Romans. It was necessary to resort to conscription to fill the levies for Spanish service in 152. Desertion and a certain modest backwardness about enlisting are to be noted on other occasions. But the most striking testimony comes from Cicero, who writes (*De Officiis* 1.38):

Sic cum Celtiberis, cum Cimbris bellum ut cum inimicis gerebatur, uter esset, non uter imperaret, cum Latinis, Sabinis, Samnitibus, Poenis, Pyrrho de imperio dimicabatur.

Returning to my statement that the war in Spain demonstrated for the first time on a broad scale the inefficiency of the Senate, let me note first of all the military weaknesses there displayed. Our chief source of information concerning this conflict is Appian's account of the Spanish War. Modern critics have accepted his account only in so far as it gives a general picture of the events which he is describing. The inaccuracy of his details has been proved in many instances. Therefore I present the following statistics with a great deal of reservation, submitting them merely as indications of the general course of the war. Appian often describes a defeat with such statements as 'many were killed', 'most of them perished', 'Plautius was defeated with great slaughter'. According to the figures given by Appian, generally in round numbers, the total loss for the first thirteen years of the war is 45,000. There were ten defeats in general engage-

<sup>6</sup>Florus 1. 34.

<sup>7</sup>Sallust, Cat. 10; Jug. 41; Hist. 1. 11; Velleius 2. 1; Valerius Maximus 7.2.3; Orosius 5. 8. 2; Florus 1. 47. 2.

ments, many more defeats in which only a portion of the Roman armies was engaged. Three Roman commanders were forced to make treaties in which they recognized the independence of the rebels, in order to save their armies from certain destruction. On the whole, the impression left by a perusal of all the accounts is not conducive to praise of Roman military genius. One may note in conclusion that the destruction of Numantia, defended by 8,000 fighting men, was accomplished by an army of 60,000, which never once accepted the offer of battle but was contented with starving the citizens into submission.

It was not only upon the field of battle that the Roman generals were inefficient and unsuccessful. On four occasions the Romans suffered from famine and from cold<sup>8</sup>. Mutiny was avoided by laxity of discipline. Commanders waged war upon unoffending peoples, plundered tribes which were friendly, and committed horrible crimes against those who surrendered. In many cases these acts were directly contrary to the orders of the Senate, but in only two instances are punishments recorded. The consul Aemilius Lepidus was fined for raiding the Vaccae against the express orders of the Senate, and the consul Hostilius Mancinus was handed over to the Numantini for punishment because he had concluded a peace on terms considered disgraceful to the Roman people. The most important features, then, of these campaigns are the failure of the Roman commanders upon the battlefield, their inability to care for the physical welfare of the troops entrusted to them, their indifference to that which was honorable, and the failure of the Senate to control or to punish its representatives. I do not wish it thought that I believe all these weaknesses to be a direct result of contact with the barbarians of the West. Such is the opinion of Professor Tenney Frank<sup>9</sup>, who overemphasizes the demoralizing effect of environment. My purpose in the presentation of the facts given above is to show that, in the presence of an active and courageous enemy, the real weakness of Senatorial imperialism was unmistakably demonstrated.

For the effects upon Rome of this exhibition of military, political, and moral decline, one must turn to Rome itself. It is true that it was in the camps before Numantia that Jugurtha heard that everyone in Rome had his price. But the real proof of that gossip was to be found in Rome, where the first permanent court was established in 149 B. C. in an attempt to curb the greed of the Roman commanders. Much more important, however, and more accurately foretelling the political future of the Roman State were the legislative attempts of the Senate to govern this troublesome territory. In 171 B. C. the Lex Baebia increased the tenure of office of the praetors in Spain to two years. It was discovered that poor generals could do twice as much harm in two years as in one; therefore that experiment was quickly dropped. In 152 M. Marcellus was reelected to the

consulship, after a brief two-year interval, because he was the only available commander for the Spanish campaign. This was a terrible shock to Senatorial jealousy and almost immediately a law was passed forbidding reelection to the consulate. Sixteen years later, in 135, this law had to be broken when Scipio Africanus Minor was reelected. The customary distribution of the provinces also gave way, and Hither Spain was assigned to Scipio by a *plebiscitum*. These exceptions to customs and to laws did not weaken the Senate's love of power, nor did they teach that body any lessons of prudence. But they must have opened the eyes of the Opposition to the manifest weakness of the oligarchy in power.

The effect of the wars in Spain upon the populace of Rome was twofold. In the first place the hardships of the campaigns led to complaint and out of this complaint grew opposition to Senatorial rule. The first quarrel arose in connection with the levy for the year 151. Neither troops nor minor officers would volunteer in sufficient numbers. Attempts by the consuls to use force resulted in their arrest by the tribunes. The compromise to which both parties consented, enrollment by lot, was in reality a democratic victory. It was not a permanent victory, however, for the same complaints and the same actions were repeated in 138. On the other hand, the people asserted their share in government much more successfully when they began in this period to enact a series of *plebiscita* dealing with provincial administration. For Scipio Africanus Minor was assigned to Spain by a law of the people, and, when the Senate refused him men and money, the popular assembly gave him the power to enlist volunteers, allowing him also the privilege of paying them out of his own purse.

The last century of the Republic, with its kaleidoscopic changes, was guided by the genius or by the incompetence of individuals. Therefore the reaction of Spain upon Rome may be traced through these individuals and their programs of reform. The attempts of Tiberius Gracchus to increase the number of men liable to military service were made to offset the severe losses of the Celtiberian war. The career of the Younger Scipio in Spain brought him little honor, but it served as a model for more daring successors.

A study of Scipio's activities in Spain has been made by Schulten (*Numantia*, 272-274), with special reference to what he calls the future monarchy. The facts do not show Spanish reaction. I give them simply because they relate to Spain, although they do so only by accident. In the first place, Scipio served as legate in Spain for the years 151-150, and won a reputation for fearlessness and honesty. From that time on his power in Roman politics grew. After the destruction of Carthage he assumed almost dictatorial management of the Spanish campaigns. Among those who commanded Roman armies in Spain were Fabius Maximus, Scipio's brother, Servilianus, adopted brother of Fabius, Caepio, the brother of Servilianus, Furius Philo, Scipio's

<sup>8</sup>Appian, *Iberica* 47, 54, 78, 82.

<sup>9</sup>Roman Imperialism, 230-233.

intimate friend, the faithful Laelius, Fannius, the son-in-law of Laelius, and Tiberius Gracchus, Scipio's nephew. When his appointees had failed and Scipio himself assumed command, his superiority to law and custom almost equalled that of Caesar. He was elected in spite of the law which forbade reelection to the consulship; he was assigned to Spain without recourse to lot; he chose a small army which looked to him for orders and for pay; he was allowed a personal bodyguard; a brother and a cousin served as *legati*; a nephew was *quaestor*. I think that we may agree with Schulten that Scipio, not Caius Gracchus, was the forerunner of Caesar.

The democratization of the army by Marius was the result of new losses and a new enemy, but some of the disciplinary measures enforced at Massilia take us back to the days of Marius's first military experience, when he served under Scipio at Numantia. In 83 began the war of Sertorius. It marked a new epoch in the history of Rome, being the first contest in which a Roman leader conducted a civil war using a Roman province as a base. In 65 B. C., Cn. Calpurnius Piso was sent to Spain as *quaestor pro praetore*, with the evident purpose of establishing there a military base for the Catilinarian conspirators. The interest in the Two Spains and the importance attached to those provinces by Pompey and Caesar—at least from a military point of view—indicated that the peninsula was not forgotten in this second civil war.

Under the wise rule inaugurated by Julius Caesar after the battle of Munda, the feeling that Spain was an integral part of the Roman Empire spread rapidly. Individuals and small groups had received the rights of Roman citizenship, but the extension of these privileges, in full or in part, by Caesar to more than thirty communities mark him as the first great romanizer of Spain. Opportunity was thereby given to natives of Spain to exert some influence in the political arena of Rome.

The first Spanish native to appear in Roman politics was Quintus Varius. As a tribune of the plebs in 90 B. C. he achieved notoriety rather than fame. Fortunately for Rome his successors were of a different mould. The elder Balbus, a native of Gades, enfranchised by Pompey at Caesar's request, was the first non-Italian consul of Rome. His son was the only provincial to be honored with a triumph. Seneca, Trajan, Hadrian, Marcus Aurelius, and Theodosius are names which indicate the power of Spain in the defense and the administration of the Empire.

The economic importance of the Spanish provinces was by no means great at the beginning of the Roman conquest. The policies which had led to the expansion of Rome to the West had been distinctly military. Still, the wealth which Phoenicians, Greeks, and Carthaginians had obtained from their operations in Spain was not unknown to the Romans. It was natural, too, that Roman officials should attempt by fair means or foul to make the newly acquired territory pay for the expenses and the efforts of the conquerors.

The country, however, was in a condition far from prosperous, and the series of wars at the close of the third century had not only robbed Spain of her portable wealth but also put an end to steady industrial production. The Roman conquest also brought with it a new master and new commercial relationships. The readjustment thus enforced was felt most keenly, no doubt, by the traders of Carthago Nova, Gades, and the other Carthaginian settlements, men whose knowledge and acquaintanceship were confined to a business world of which Rome was not a part.

The statement of authorities both ancient and modern that the Two Spains were expensive acquisitions is undoubtedly true, but the blame should be placed in Rome, not in Spain. There were a few attempts at reasonable exploitation of the resources of the country, for example the reopening of the iron and silver mines of the Hither Province by Cato, in 197. The amount of booty brought back by conquering generals was by no means small, and it is a well known fact that Caesar made two fortunes during his governorship of the Farther Province. It may be noted that Caesar received the thanks of the provincials for the polite way in which he despoiled them.

With the establishment of peace by Augustus, the multiplication of great highways, and the equitable administration of the early Principate, Spain became one of the most important commercial units of the Empire. It was much more than a recruiting ground for the Roman army. I shall not trouble you with a list of its exports from mines, farms, pastures, orchards, vineyards, rivers, and seas, nor shall I enumerate the host of manufactured products which found their way to the city on the Tiber. You have no doubt found them in the works of travellers and of loyal native writers. A few of the conclusions of Parvan, however, may be of interest. In a study based largely upon epigraphical evidence he noted the predominance of Spanish traders in Spain throughout the Imperial period. The Latin or Italian element reached its high water mark about the middle of the first century B. C. By the time of Trajan, Italians were outnumbered by local dealers. The direction of Spanish trade may be noted by inscriptions of Spaniards in foreign ports. Ostia, Verona, Nemausus, Burdigala are the only cities cited. On the other hand, there was open competition in Spain. This is proved by the presence of traders of all nationalities. Finally, it has been shown by others than Parvan that most of the amphorae found in the Mons Testacio were of Spanish origin, practically all of them coming from Baetica.

The cultural influences of Spain and Spanish writers upon Rome are too well known to be passed over in silence. In art and in language the Spanish people were pupils, taking all and giving little, if anything, in return. On the other hand, the enthusiasm which the natives of Spain have always displayed in matters of religion was given to the Imperial cult. Even here, however, the initiative, which I think should be

attributed to the devotees, simply strengthened an institution of the Roman State without altering it in any way. In the development of the Christian Church Spanish influence did play an important part. The one trifle which occurs to me as interesting and perhaps unknown to you is a compromise between Christianity and paganism to be found in the report of a Council of Elvira. It was decided that a Christian might become a duovir and perform the pagan duties incumbent upon such an official without losing his membership in the Church. The only restriction was that during his year of office the unfortunate man should be deprived of access to the buildings or participation in the sacraments of the Church. It is to literature that we must turn to find a decided reaction of the pupil upon the teacher. Spain, the land of the Golden West, had held a high position in the literature of Greece as well as that of Rome. But a list of names, among them M. Porcius Latro, Hyginus, the two Senecas, Lucan, Pomponius Mela, Columella, Quintilian, Martial, Prudentius, Orosius, incomplete as it is, will indicate the indebtedness of Rome to the men of Spain. To what extent these writers brought to Roman literature characteristics peculiar to Spain, I shall not attempt to state. But that they guided an important division of Roman culture while they flourished is, I believe, beyond question.

In conclusion I wish to state my belief that the people of Spain played much more than a passive rôle in the drama of Roman history. For two centuries Roman wealth and Roman lives were sacrificed that this Western land might be made a part of Rome's Empire. If Spanish opposition was responsible to a great extent for the downfall of the Republican system, Spanish support was equally responsible for the success of the first two centuries of the Principate. It is a far call from Viriathus to Trajan. The contrast is indeed great, but the man who fought so bravely against the Roman Republic, and the man who spread the boundaries of the Empire to their greatest extent were both natives of Hispania.

UNIVERSITY OF CALIFORNIA. J. J. VAN NOSTRAND, JR.

## REVIEWS

Hesiods Theogonie, mit Einleitung und kurzem Kommentar versehen von Wolf Aly (Kommentierte Griechische und Lateinische Texte herausgegeben von J. Geffcken). Heidelberg: Carl Winter's Universitätsbuchhandlung (1913). Pp. xxiv + 69.

This little book is an interesting and well constructed edition of an important document which has been unduly neglected because it does not conform to the aesthetic standards of our times.

The kernel of the book, pages 5-64, is the text itself, occupying about half the page, with a compact, well selected critical apparatus beneath it, and below that the exegetical commentary, devoted chiefly to mythological matters. This is preceded by a Γένος Ἡειδόν.

1-4, derived from Plutarch's commentary, and followed, 65-69, by parallel texts: Apollodorus, Bibl. I. 1-2. 1 (which is an outline of the 'Cyclic' Titanomachia), fragments of the Cyclic Titanomachia, and fragments of Pherekydes of Syros. The whole is preceded by a brief but clearly written Introduction, i-xix, dealing with Hesiod's personality and date, the date of the poems attributed to him, the extant poems, the ancient editions of Hesiod, the Byzantine manuscripts, the editions, the scholia, an analysis of the Theogony, its genesis, its place among Greek works of this class, and giving a selected bibliography.

The text is based avowedly on that of Rzach, with improvement of its orthography. The author, however, has examined at least two manuscripts himself, and it is evident that the textual problems have been subjected to a fresh and careful consideration.

It is always interesting to observe the progress in the constitution of a text. To show the ground gained in three and a half decades, I have compared Aly's text of verses 1-115 with that in Flach's Teubner edition (1877, reprinted 1891), and have noted the following differences. The orthography is improved in 15 (*γαθήχοντ*, not *γεθήχοντ*), and in 109 (*θύλων*, not *θύων*). The normal inflection is restored in 112 (*ἀφέντ*, not *ἀφεντ*) by following the consensus of the MSS, not one ( $\Delta$ ), for which preeminence had been claimed. The neglect of the digamma is accepted in 82 (*τελθώσι*, not *τε λθώσι*), as an attested fact on the authority of the MSS, against the indirect tradition. The discovery of the Paris papyrus has in four lines either given the correct reading, or turned the scales in its favor<sup>1</sup>: 87 *αλύδ κε*, not *αλύ' δγε* (codd. *αλύδ τε*); 93 *τοιη*, not *ολά τε* (codd.); 94 *ἐκ γάρ τοι Μονσάων*, not *ἐκ γάρ Μονσάων* (so Hom. Hymn 25.2, codd. *ἐκ γάρ τοι Μονσάων*); 102 *δυσφροντέων* (so also Frg. Par.,  $\Delta$ ), not *δυσφροντων* (so or *-ῶν*, codd.). But three passages remain. In 5, where the ancient authorities were divided, Aly reads *Τερμητοῖο* with the codd., not *Περιμητοῖο*, the Boeotian form. In 31 Flach read, with the MSS, *μοι αδθήν*; Aly adopts *μ' δοιδήν*, Rzach's certain conjecture. In 38, following Schoemann, Aly changes *εἰρένωται* to *εἰρούωται*, in my opinion unnecessarily. In Od. 23.16 *ἔρενται* is clearly used as a present—the interpretation of Ameis-Hentze-Cauer, 'um zu reden', is syntactically impossible in Homer (compare my dissertation, The Participle in Hesiod, 437 ff.)—and there too *εἰρούωται* (also *εἰρῶνται*) has been conjectured. The contracted form of the plural with metrical lengthening at the beginning of the verse is what is read by the MSS and glossed by Hesychius: *εἰρένωται. λέγονται.* Veitch also cites examples of *ἔρτω* as a present from late epic poets, and it is likely that they had additional warrant in poems no longer extant<sup>2</sup>.

In one orthographical detail Aly has followed a

<sup>1</sup>This is of interest in estimating the value of papyrus discoveries. It may also be noted that the truth had previously been conjectured in the first three passages.

<sup>2</sup>May not *εἰρώ*, in Od. 2. 162, 11. 137, 13. 7, always in the sixth foot and preceded by hiatus, be simply *ἔρω* with metrical lengthening?

fashion which, though it has a certain vogue, seems to me bad. At the end of a line he, like Cauer, adds the moveable ν to all forms which can take it. Flach's practice, like that of Ludwich and Monro-Allen, was to use the ν only when the next line begins with a vowel. To judge by Ludwich's commentary (the only evidence accessible), this is the consensus of the Homeric manuscripts. If so, it represents the practice of the second century B. C. and is entitled to respect.

The main value of the book lies in its contribution to our understanding of the genesis of the poem; and in this respect Aly's article, *Hesiodos von Askra und der Verfasser der Theogonie*, *Rheinisches Museum* 68 (1913), 22-67, must be considered along with it. The first thing to be noted is the conservatism of Aly's attitude toward interpolations. That results from his drawing of a very proper distinction between 'interpolations' in the strictest sense and additions made to a work by one who is rehandling the epic material to make it serve his own ends<sup>1</sup>.

As interpolations are rejected but 21 verses and not one of them seems to me open to question. Verse 774 is not printed and is found in no MS (except K, where it is added by a second hand). Of those bracketed, verses 19, 323-324 (= II. 6. 181-182), 1014 are verses for which the MSS tradition wavers. How significant in the Homeric poems such variation is I have shown in *American Journal of Philology* 37.1 ff., 452 ff. External evidence of a different sort (omission in quotations from Plato on) lies against 118-119, a gloss on πάντων in the preceding line. A similar purpose is served by 130, 427, and kindred ones by the clumsy etymologies of 196, 199-200, and the noting of parallel passages in 94-97 (= Hom. Hymn 25. 2-5) and 218-219 (corresponding to 905-906). The tacking on to the end of the Hekate passage of a mention (450-452) of her Athenian title Κουροτρόφοι completes the list<sup>2</sup>.

I think that in addition we may detect a gloss and a faulty one in 996, the context showing that the Βασιλεὺς of 995 is not Pelias, but Aietes. To restore the earlier form of the text Aly furthermore transposes 434 to stand before 430; on papyrus evidence he sets 631 before 630. After 963 he assumes the loss of a line such as τῶν ἦτο γαῖα μέλαινα καὶ οὐραῖς εὐρὺς ἔγεντο, a more probable solution than the usual bracketing of 964.

The text thus reached contains a number of passages in which the same idea is phrased in two fashions—a fact recognized by Gottfried Hermann. Aly marks them<sup>3</sup> by placing an obelus before a line of each pair.

As a graphic device this does well enough in the case of single lines, but elsewhere it serves merely as a warning to consult the commentary, and it should be

<sup>1</sup>Consequently, Aly employs three critical symbols—square brackets, the obelus, indentation of the margin. These are apparently intended to correspond to interpolations, doublets, and insertions made in the reworking of the poem, but such a distinction is not carried out with consistency.

<sup>2</sup>Aly inconsistently brackets also 820-868, 869-880.

<sup>3</sup>The lines are 65 67, 143 145, 211 217, 407 408, 413 421, 477 481, 576 578, 583 584, 590 591, 629 635, 640 642, 723a 724, 827 828, 845, 846.

possible to improve it. Except at 211 and 629, where his intention remains obscure, I should agree with him, noting, however, that the two versions have not always (compare 65 407 477) been preserved completely.

The existence of such doublets may prepare us for the observation that the opening of our Theogony is a collection of three or four prooemia. Aly defines them (with some hesitation about the first) as follows: Ia = 1-35, 68-74, Ib = 1-21, 75-103, II = 36-52, III = 104-115. To the second is appended a fragment (53-67) of old Theogonic poetry which deals with the subject treated briefly in 915-917—the birth of the Muses. Its presence is a puzzle. Agreeing with Aly that the second proem is the oldest, I am inclined to regard 36-67 as an expansion made to rival the splendor of the first proem. Another puzzle for which Aly offers no definite solution is the order of the verses in our manuscripts. I should suggest that the cause is purely mechanical. Verses 36-67 are a block of 32 lines (2 columns of 16 lines) and, when the interpolation (94-97) is removed, verses 68-103 are exactly the same. These blocks have been interchanged.

The nucleus of the Theogony Aly finds in 116-420, 453-686, 713-735, 881-929. The portions that have afterwards been worked in are the second and longer version (421-449) of the honors of Hekate; a passage (687-712) made *ad maiorem Iovis gloriam*, ascribing to him the victory—almost, for its author comes back to the original version, in which the Εκατόχειροι brought about the decision; a second (736-806), and a third (807-819) description of Tartarus; and, finally, the battle with Typhoeus (820-868) and the catalogue of his progeny (869-880), which interrupt the account of the victory of the gods and the garnering of its fruits.

The division of the universe (885) seems to be regarded as the end of the poem at verse 74 in the first proem. The second proem, at verse 50<sup>4</sup>, implies that the poem continues beyond this with something about ἀνθρώπων τε γένος κρατερῶν τε Γιγάντων. The third promises (112) an account of how the gods took possession of Olympus, which is not in our texts. What follows for us is a list of the marriages of Zeus, which as far as verse 929 is regarded by Aly as old, largely because of its composition in triads. This is supplemented with various matters (930-962) until a new proem introduces what (963-1018) Lucian calls the Heroogony, which is followed in turn by the introduction to the Κατάλογος.

Various indications point to an affinity between these insertions (except the second description of Tartarus) and the first of the proems. The author of the latter names himself Hesiod and is to be identified with the Hesiod of the Works and Days. Stylistic and linguistic evidence is produced to confirm this hypothesis, though it is admitted that it is not sufficient to demonstrate its truth.

The composition of the Theogony starts with the idea

<sup>4</sup>In Aly's text, verse 50 is later than verse 74, as the result of a transposition of a block of verses.

of combining the genealogy of the Titan family and their battle with the gods. The chief source is the 'Cyclic' Titanomachia, besides which Aly assumes the knowledge of various other works. Its author he regards as a Rhodian working in the service of Delphi after the middle of the seventh century. Hesiod is one, perhaps the first, of those who rehandled this material, which reached its present shape before the time of Peisistratos by processes that cannot be followed in detail.

Some such hypothesis is necessary to account for the existence of the Theogony. That of Aly is carefully thought out and seems to me in its main outlines highly probable. It is as an embodiment of this idea that his edition is chiefly valuable.

The defect of the book is its spirit of narrow nationalism. There are limits of course even to bigotry. The history of the early printing of the text cannot be altered nor can the names of Guyet and Paley be eliminated from the critical apparatus. Papyri too and tablets must be used no matter who publishes them. Beyond this there is one citation of Frazer's commentary to Pausanias, a reference to Allen, Classical Review 11 (1897), 396 and another to Robinson, American Journal of Philology 27 (1906), 125, and the inclusion in the bibliography of one title (V. Puntoni, Studi Ital. 3 (1895), 35, 193, to which I have not access) that is not Germanic. Taking into consideration the fact that papyri could be used after a fashion, though they were edited in Chinese<sup>7</sup>, and the possibility of intermediate sources for his scattering citations<sup>8</sup>, one is left in doubt whether Aly can read any modern language except German.

OHIO STATE UNIVERSITY. GEORGE MELVILLE BOLLING.

- A Notebook for First-Year Latin Vocabulary. By Stephen A. Hurlbut and Barclay W. Bradley. New York: American Book Company (1917). Pp. 96. \$ .
- Handbook for First-Year Latin Vocabulary. By Stephen A. Hurlbut and Barclay W. Bradley. New York: American Book Company (1917). Pp. 45. \$ .

Latin Vocabulary. By Elmer E. Bogart. Boston: Allyn and Bacon (1918). Pp. vi + 65. \$ .

The growing appreciation of the importance of teaching Latin vocabulary in Secondary Schools is attested by the publication of these books designed to help the pupil learn and review his Latin words.

A Notebook for First-Year Latin Vocabulary can be easily handled and carried about. The list contains about 650 words which are classified according to their parts of speech. The meanings are not given; the pupil is expected to write these in the Notebook when he first encounters the words, and, for that purpose,

<sup>7</sup>Aly blunders at 907 about the reading of Pap. Oxyr. 873 in a way surprising if he cannot read English, incomprehensible if he can.

<sup>8</sup>There are errors in two out of three. His note at 532 suggests that Allen is opposed to the vulgate, which he defends. Robinson's article runs from page 125 to page 133, but the reference is to a definite item to be found on page 148.

the words are printed on good ruled paper. Principal parts of verbs are given. To aid in locating a word, when the pupil does not know to which part of speech it belongs—a common occurrence, as most teachers will testify—an alphabetical index is provided, which gives the page on which the word occurs. Plenty of blank space is left for the entering of words not found on the list. Useful cross-references are given, e. g. "amicitia (from amicus, p. 12)". An initial page is devoted to Word Formation in which are listed some of the most important Latin suffixes and prefixes. This feature might, with great profit, have been made more complete. A paper covered Handbook with the meanings of the words is provided for the teacher. The Preface to this Handbook (pages 3-7) describes the careful way in which the words were selected and shows, by application of the list to recent examination papers in sight reading, how useful the list is.

In the smaller vestpocket Latin Vocabulary is the longer list of words selected by the University of New York (The New York State Education Department) for study during the first two years. The words are listed first alphabetically, with meanings and inflections; they are then arranged in groups in the order of their frequency in the first five books of Caesar. A third list contains a portion of the words arranged according to the parts of speech. A fourth list, covering about a page, deals with Words to be Carefully Discriminated; in this the teacher will find many an old stumbling block, such as *mos* and *mors*, *servio* and *servo*.

All these books can be used to great advantage. The Notebook is especially fitted for the first year. It is attractive in form, and is just the sort of device that appeals to the young pupil. After the first year the vestpocket Vocabulary may well be taken by the pupil as a companion for the rest of his High School life, and for part of his College career, too. A thorough review once or twice a year of the words there found would do much to remove the labor of translation, and give leisure for literary appreciation.

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#### THE LATIN LEAGUE OF WISCONSIN COLLEGES

In the sixth annual contest of The Latin League of Wisconsin Colleges, held at Madison, Wisconsin, last spring, Mr. Paul Rodewald, of Ripon College, won the gold medal and the Louis G. Kirchner Memorial Prize of \$225; Miss Mathilda Mathison, of Ripon College, second in rank, received the silver medal; Miss Anna Reed, of Milwaukee-Downer College, third in rank, won the bronze medal. First Honorable Mention was awarded to Miss Bessie Burgi, of Milwaukee-Downer College; Second Honorable Mention to Miss Ruth Bradish, of Lawrence College. Ripon College, having the strongest team in the contest, captured the Elizabeth Priestly Trophy Cup. Ripon College has won two contests, Lawrence College two, Milwaukee-Downer College and Carroll College one each<sup>1</sup>.

LAWRENCE COLLEGE,  
Appleton, Wisconsin.

E. D. WRIGHT.

<sup>1</sup>For earlier references to the League see THE CLASSICAL WEEKLY 7.14; 8.46-47; 9.47-48; 10.8; 11.8.

## HORACE, SERMONES 1.4.34

faenum habet in cornu: longe fuge

Compare the following extract from an article in Pearson's Magazine (1902), entitled A Marble World, by E. St. John Hart, an account of the Carrara marble quarries:

Along this road at all hours of the day and every day, and at some hours of the night, toil bullock teams with drays—eighteen span to a dray—laden with marble. Here, as elsewhere in Italy, a man sits between the yoke of each span, armed with an iron-tipped goad to remind the bullocks that they are not there for their health's sake. The animals have enormous horns, the tips of which are in some cases painted vermillion, to indicate that that particular beast is vicious and to be approached with caution. The drays are great, cumbersome, sledge-shaped structures of rough timber, mounted on old Roman wheels, which are often mere solid discs of wood and iron.

Dr. Rhys Carpenter has reminded me that in the Tyrol horns are gilded as a warning that the animal is vicious.

C. K.

REI PUBLICAE CANTUS IN TEMPORE BELLI<sup>1</sup>

Mei oculi videre venientem Dominum;  
uvam calcat unde acre dirae effluit irae vinum;  
ensem scintillantem torvus vibrat velocem horrendum;  
verus Deus adest.

Deum vidi centenorum in castrorum ignibus circa;  
aram condiderunt ei in rore et noctis nebula;  
iusta illius legimus decreta face stridula:  
dies Dei imminet.

Splendens evangelium effulgente expressum ense legi:  
"Nisi trucidatis hostes meos, vos hostes ipsi".  
princeps femina creatus obluctetur serpenti,  
cum Deus propinquet.

Sonant classica nec umquam dux receptui canet;  
corda perscrutari, tribunali Deus insidet:  
properate pedes mei, anima et mens exsultet!  
Deus meus adest.

Liliūm candore induitus Christus noster natus est,  
gloria transfigurata vita nostra Domini est:  
moriatur libertati sanctus qui effectus est,  
cum Deus imminet.

COLORADO COLLEGE, CHARLES CHRISTOPHER MIEROW.  
COLORADO SPRINGS.

## Classical Articles in Non-Classical Periodicals

## I

This department of THE CLASSICAL WEEKLY is in charge of Professor H. H. Yeames, of Hobart College, Geneva, and of Dr. William Stuart Messer, of Barnard College, Columbia University. Matter included in square brackets is explanatory. An entry such as appears below, in connection with the American Historical Review, denotes a signed review of Professor Glover's book, by Professor Shorey; an entry entirely enclosed within round brackets denotes an unsigned review of a book or article.

<sup>1</sup>This version of the Battle Hymn of the Republic is an accentual translation, reproducing the meter, rhyme, and rhythm of the original, and may be sung to the familiar air (if due regard is paid to the rather frequent instances of elision and echthipsis.)

Alumni Register [University of Pennsylvania]—Feb., The Value of the Classics in Modern Education, George Depue Hadzits. American Historical Review—April, T. R. Glover, From Pericles to Philip (Paul Shorey).—July, Oriental Imperialism, A. T. Olmstead; Greek Imperialism, W. S. Ferguson; Roman Imperialism, G. W. Botsford; Kimball, Fiske, and Edgett, George Harold, A History of Architecture (John Beverley Robinson); Gsell, Stéphane, Histoire Ancienne de l'Afrique du Nord, Tome II et Tome III (F. F. Abbott); D'Alton, J. P., Horace and His Age: A Study in Historical Background (C. H. Moore).

American Mathematical Society, Bulletin of—April, Rôle of the Concept of Infinity in the Work of Lucretius, C. J. Keyser. Columbia University Quarterly, July—Italy, the World Law Giver, Munroe Smith.

Edinburgh Review—January, Usages of War in Ancient Greece, H. R. Jones.

Education—Feb., Some Suggestions for the Teaching of Ancient History in Secondary Schools, Carrie B. Allen; Experimental Tests of Educational Value, H. C. Nutting.

Educational Review—May, Haste and Waste in Translating Latin, Frank G. Moore.

High School Journal [North Carolina]—March, Planning the Year's Work in Latin, C. W. Keyes [discusses the work of the four years of the ordinary High School course]; A. F. West, The Value of the Classics (George Howe); Charles W. Eliot, Latin and the A.B. Degree (G. A. Harrer).—April, The Teaching of Latin in the High School: Latin Grammar, G. K. G. Henry; Caesar on the French Front, G. A. Harrer. The History Teacher's Magazine—April, Some Roman Trade Routes along the Pathway of the Great War, S. Percy R. Chadwick.—June, Suggestions for a Text in Ancient History, Wallace N. Stearns.

Journal of the New York State Teachers' Association—May, Latin as a Preparation for the Study of Law, Charles W. Cooke; The Teaching of High School Latin, Cornelia C. Coulter.

Journal of Education—May 17, 1917, The Latin Problem, William A. Wetzel; December 6, 1917, The Short Story as an Aid to the Teaching of Latin Prose, R. R. Dodge; December 13, 1917, Applied Latin, R. R. Dodge; January 31, 1918, Value of the Classics [an editorial warmly endorsing the Princeton Volume entitled The Value of the Classics]; February 7, Mr. Dickens' "Modern School", H. C. Nutting [an interesting, amusing, and effective answer to Dr. Flexner's paper, A Modern School].—June 6, Latin in the Schools [an editorial reprinted from the Boston Herald. There is in the same issue an editorial entitled Latin in Schools, which protests "against the assumption on the part of those who know Latin and love Latin that their degree is more aristocratic than the degree of the man who does not know Latin"]. New York Public Library: Bulletin—Nov. and Dec., Bibliography [122 pages] of Material on Assyria and Babylonia Possessed by the Library.

The Open Court—July, Labyrinths and the Pitcher of Tragliatella, Paul Carus [an argument, based on a study of various representations of the Labyrinth, that the original home of the Indo-European race was in the North, not in the South, the usual view].

The Pennsylvania Gazette (formerly Old Penn)—March 29, Martial, His Fools and Rogues, Walton Brooks McDaniel. The Phi Beta Kappa Key—Jan.—March, 1918, A Plea for the Humanities—an Oration, George Alexander.

The Presbyterian Banner—June 27, The Value of the Classics in War Times, H. S. Scribner.

Rivista Marittima—Vol. L (1917), 191–216, Divagazioni intorno alla Regione di Sbarco di Giulio Cesare nell'Acroceraunia, A. Baldacci.

School and Society—March 9, A Few Popular Misconceptions in Regard to Language Study, Edward Franklin Hauch; The Disciplinary Value of the Study of Mathematics, Charles M. Moore [this article vigorously defends the disciplinary value of the study of mathematics, and so is of value to the student of Classics who believes in the disciplinary value of their study].—April 6, The Humanities and the Sciences in England, Charles Knapp.—April 27, Does the Study of Mathematics Train the Mind Specifically or Universally? A Reply, Robert E. Moritz [a reply to an article by Ernest C. Moore, Does the Study of Mathematics Train the Mind Specifically or Universally, printed in School and Society, October 27, 1917]; Is the Modern School a Return or a Departure?, Charles W. Palmer [The author regards the Modern School as a return to Greek spirit and methods].—May 11, Once More Flexner's "A Modern School", Philip S. Blumberg [champions Dr. Flexner].—July 20, The Inaugural Address of the President of Smith College, William Allan Neilson [deals in large part with the Classics; the author thinks they should be taught through translations]; Democratizing Education, H. C. Nutting.—July 27, Teacher and Student, Lane Cooper.

Illinois, University of, Studies in Language and Literature.—May, 1918, Index Verborum Quae in Senecae Fabulis Necon in Octavia Praetexta Reperiuntur: Part I, by W. A. Oldfather, A. S. Pease, and H. V. Canter.

University of North Dakota, Quarterly Journal of—Jan., Athenian Revolutionary Politics in 411 B. C., Frederick Smith.

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STATE OF NEW YORK      { ss.  
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Before me a notary public in and for the State and county aforesaid, personally appeared Charles Knapp, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of THE CLASSICAL WEEKLY and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

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